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ABSTRACT

The first follow-up study of the Special College Counseling Program had four objectives: (1) to show specifically what has happened to graduates in three high schools in the district in one year; (2) to show specifically what has happened to graduates in all high schools in the district in one year; (3) to evaluate counseling effectiveness by measuring respondents' attitudes and attempting to describe the relationship between counseling and, for example, career-satisfaction; and, (4) to develop a set of operational standards from the findings to better administer the district's programs. Data was obtained from surveys conducted as a part of field work to test the effectiveness of the program. The program population included 272 students who graduated from the Sequoia Union High School District, who have either matriculated in colleges and universities or who have initiated new-found careers in various sectors of the country. Several mailings and follow-up procedures produced 136 respondents who comprised the study sample. All non-white and low income white students are eligible for the program. All that are referred by the Special College Counselors at each school are accepted. Particularly all need a detailed individual attention in order to complete various types of forms. Particularly all need financial aid. Seventy-five percent of program participants from 1969 to October 1971 are now in college. (Author/JM)

ED058329

SEQUOIA UNION HIGH SCHOOL DISTRICT
480 James Avenue
Redwood City, California

STUDENT PERSONNEL SERVICES

A Research Study on Special College Counseling For Non-white and Disadvantaged Students

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
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College Placement Center
Ravenswood High School

High Schools Represented

Sequoia
Ravenswood
Menlo-Atherton
Carlmont
Woodside
San Carlos

Sodonia M. Wilson, Coordinator
Special College Counseling Program

June 1971

UD011970

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A RESEARCH STUDY ON SPECIAL COLLEGE COUNSELING
FOR
NON-WHITE AND DISADVANTAGED STUDENTS

INTRODUCTION

Before the advent of the Black Power Movement, non-white people and particularly Black people, were overly concerned about their youngsters not reaching their potential in life. Since that time, little gains have been made toward fulfilling those goals and demands made by various sectors in the community. However, some attempts have been made by individual school districts in conjunction with colleges and universities to do something about the problems of students reaching their potential or at least having some minor access to reaching their potential through the newly created Equal Educational Opportunity Programs. There still remains major stumbling blocks toward equal education for students, but the major problems tend to be in breaking down these barriers. In doing so, this will require a greater effort on the part of local, state and national government.

STATEMENT OF THE PROBLEM

This paper is concerned primarily with access that the students may have after leaving high school in the wider community, the recognition, and remedies for breaking down educational barriers. To show how important the problem of effective counseling is to non-white youngsters during high school and prior to entering college current research data show --

--that non-white students tend to have a higher suicidal rate than whites. Universally speaking, one might contribute this phenomenon to the lack of effective counseling and guidance which, in turn, promotes the lack of college success for non-white youngsters. Studies conducted by the College Health Services at Harvard, University of Florida and Texas are now attempting to identify psychological and historical characteristics which distinguish students who commit

or attempt suicide from students who represent other problems or those who do not seek counseling at all. One of the preventative methods, in the author's opinion,in dealing with this problem and others resulting from lack of opportunity of non-whites in attaining higher education, is to seriously ensure all youngsters of an effective counseling and guidance program.

At the annual Orthopsychiatric Convention, March 21-24, 1971 one of the main topics for discussion was social class and social expectation which dealt primarily with the effects of the child's social class upon school counselors' decision-making. That is, the higher the social class, the more favorable the counselor reacted to that child's needs. This notion is also substantiated quantitatively in the Coleman's Report-1966, whereas Coleman and associates argued most vehemently that the social class status of the school effected students' outcomes. This is a very serious problem which has to be faced when setting up effective college counseling and college placement programs for non-white and those youngsters coming from low income backgrounds.

PURPOSE

The purpose of this study is --

--to show specifically what has happened to graduates in three high schools in the district in one year, for example, are they in college or at work?

--to show specifically what has happened to graduates in all high schools in the district in one year, for example, are they in college, or at work?

--to perceive counseling effectiveness by measuring respondents attitudes on the questionnaires.

--to develop a set of operational standards from the findings to better administer the district's Special College Counseling Program.

Specifically, we are interested in attitudinal data, which would enable us to evaluate the quality of the one year's experience for these graduates, and particularly the quality of the preparation offered by the district (Special College Counseling, and otherwise) to these students. Out of these, we hoped, we would be able to describe, for example, the relationship between counseling and career - satisfaction, viewed of course, in specific - limited terms. These terms will be discussed in the evaluation.

RESEARCH DESIGN AND INSTRUMENTATION FOR MEASUREMENT OF COLLEGE PLACEMENT AND COLLEGE EFFECTIVENESS OVER TIME

This is the first follow-up study of the Special College Counseling Program which would represent an analysis of data collected, by using a structured interview schedule administered simultaneously in four different sample surveys. Our design is as follows:

A. type of study used --

students attending junior college, state college, state university, Ivy League, private university and at work

1) structured interview schedule
2) follow-up mail backs
3) telephone calls with requested mail backs between the months of January and April by the College Placement Center staff of the Sequoia Union High School District, located on Ravenswood High School's campus in East Palo Alto, California.
4) home visits.

PROCEDURE

The surveys were conducted as a part of field work to test the effectiveness of the on-going Special College Counseling Program under the direction of

Mrs. Sodonia Wilson and involving collaborators, questionnaires, telephone calls and follow-up procedures. This involved 272 students who graduated from the Sequoia Union High School District, who have either matriculated in colleges and universities or have initiated new-founded careers in various sectors of the country.

All 1970 Sequoia Union High School District students who were a part of the Special College Counseling Program and those 1969 non-white graduates from Ravenswood, Sequoia and Menlo-Atherton were sent two or three questionnaires. Two questionnaires were general and one was specific. For example, if a student applied to a junior college, a four year college or a university or he went to work, he received one questionnaire pertaining to his specific activities as well as the two general ones.

A code book[1] was made up by Mr. Emmett Lamkin from Stanford University and several other Stanford students helped us with the precoding, computing, etc.

During the month of January, structured interviews were mailed to 272 students. One month later follow-up mail backs were sent out to 200 students. Approximately one month after we had mailed out the second set of questionnaires, telephone calls were made to students requesting return of questionnaires. Approximately two weeks later home visits were made in order to obtain at least 50% response for our study. Most respondents were responsive in filling out questionnaires when we made home visits. From the above four stages of random sampling of our population of students, we received 136 responses. Apart from race, age, sex, etc., we are mainly concerned with attitudinal and behavioral questions.

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[1]Refer to appendix for code book

THEORETICAL ORIENTATION

Although our questionnaires designed were mainly concerned with attitudinal behavior of students moving from one institution to another, our theoretical orientation, however, limited at this time, needs to make a few predictions in light of the problems facing the Special College Counseling Program for non-white and disadvantaged students. Too long have educators avoided the necessity of developing strong, rigid, research models for examining what they are attempting to do towards the improvement of education. As you will recall in our Introduction, Statement of the Problem, Purpose of the Study and Procedure, our whole emphasis in those sections of this report has been on how we have benefited and can we further better benefit and improve the student. The hypotheses examined in light of the data are as follows:

1. The more influence that secondary teachers, counselors and Special College Counseling have in motivating students the more likely they (students) would have rewarding higher education experiences.
   a) The more intensified the Special College Counseling Program is in assisting students in career choices, the more likely students will further their education and career goals and subsequently,
   b) the higher the aspirations of students, the more likely their attitudes will be toward furthering their goals.

There are many hypotheses stemming from the five-stage sample analysis; however, for our purposes, we will attempt to support the one major hypothesis and two minor hypotheses mentioned above for the following reasons:

1) This is a report after less than two years of program existence; and for that reason, we are primarily interested in the number of students who are now succeeding in college or their choices of career placement.

2) Equally important, we are interested in what direction a program such as the Special College Counseling Program should go in the local high school in the Sequoia High School District; and for that reason, we are hypothesizing that effective counseling measured by structured interview schedule would tend to yield a more goal oriented type of youth whatever their choices may be. We know from other studies, especially from Project Search, that two things tend to be apparent -- encouragement and expectation. It was the late Alfred Adler and colleagues who developed the whole notion of encouraging students how to learn to "do their thing." The expectation notion, that is, if you expect the person to perform he will, has been advanced by various scholars, especially in the early '60's.

We have given above what we feel are two significant reasons for our analysis. We certainly appreciate the fact that there are many more, however, we will not at present attempt to analyze them in this report.

The first portion of our analysis will deal specifically with a Demographic profile of our sample population of students. We have broken our analysis, which is descriptive analysis in the sense of the word, so that we are not making any comparative attempts between high schools in the district, colleges

attended,work status, race, career goals or assistance given these youngsters while they are attending these secondary schools. To be more candid regarding our descriptive analysis,the following pages (8-13),specifically, tables 1-20 will be presented for your information re the demographic make up of our population. Our reason for presenting this information this way is less candid than our descriptive analysis presented on the following pages. Right off the bat one wants to turn away from traditional way of presentation so that our reader can get a birds'eye view of the population being described. Secondly, some educators have actively complained about not having the convenience of the population being discussed. Finally, we thought by giving the results in this manner it would indeed assist us temendously to discuss with you the interpreted results of our findings more pointedly and intelligently which will be presented on pages 14-18 along with additional tables describing specific problems relative to the Special College Counseling Program for non-white and disadvantaged students. Now, we are ready to discuss the student population under description.

RESULTS: General (%'s where given are approximate, and refer to the whole sample)

Demographic Data:

Sample Size: 136

Sample breakdown - Sex male 68
female 68

TABLE I

High School	# Graduates in sample
Sequoia	22
Menlo-Atherton	30
Carlmont	
Woodside	2
Ravenswood	80
San Carlos	4

Graduated from High School in 1969 = 35
1970 = 101

TABLE II

College category	# attending (from sample)	
Junior College	51	91 or about 60%
State College	15	
State University	19	
Ivy League	2	
Private University	4	

TABLE III

Work Status		
None	13	about 40%
Full time	10	
Part time	22	

TABLE IV

Race group	# in sample
Black	90
Spanish speaking	15
Asian	19
Low Income Caucasian	2
Other (Filipino)	4

RESULTS IN DEPTH (Items especially relevant to analysis)

Questionnaire A (General Sample)
%'s refer to the Questionnaire Sample
(%'s where given are approximate)

TABLE V

2. What are you doing now? (N = 136)	%
Working full time Working part time	15%
Unemployed	15
School full time part time	50
School & part time work	15

TABLE VI

3. If you are employed part time or full time please describe type of job you are doing now.

Business	5	10%
Clerical/Secretarial	2	
Clerical/Sales	3	
College/University Staff	1.	
Community Service	1	
Govt. Service		
Managerial (Semi)	1	
Other (casual, etc.)	3	

TABLE VII

4. Average gross weekly income

Under $60.	60%	of those
60-100	30%	working
100 & over		

TABLE VIII

5. Who helped you in getting a job?

Employment agency (private/state)	3%
School (teacher/counselors)	4
Private efforts (newspaper, friends)	8

Questionnaire B

%'s refer to Questionnaire Sample: Students Attending Colleges or University. N = 92

TABLE IX

16. How much did you discuss going to college with the Teachers, Special College Counselor, Counselors...?

	Teachers	Counselors	S.C.C.
A lot	19	24	7
Some	24	23	12
Not at all	14	4	21

TABLE X

17. To what extent did Teachers, Counselors, Special College Counselors... encourage you to go to college?

	Teachers	Counselors	S.C.C.
A lot	20	35	15
Some	20	15	5
Not at all	10	10	15

TABLE XI

15. To what extent did your Teachers, Counselors, Special College Counselors influence you to go or not to go to college?

	Teachers	Counselors	S.C.C.
A lot	15	25	10
Some	15	10	5
Not at all	25	15	20

TABLE XII

31. Compare grades received in college with those received in High School.

College grades better	20
College grades same	40
College grades worse	20
Hard to say	20

Questionnaire C

%'s refer to Questionnaire Sample:
Students in Junior College N = 50

TABLE XIII

9. Income expectation at 40 years of age

under $5,000.	50%
5,000 - 7,500.	25
7,500. - 10,000.	1
10,000. - 15,000.	5
15,000. - 20,000.	1
over 20,000.	

TABLE XIV

13. To what extent did you discuss going to college with Teachers, Counselors, Special College Counselors?

	Teachers	Counselors	S.C.C.
A lot	30	50	20
Some	60	35	10
Not at all	30	10	32

TABLE XV

14. To what extent did your Teacher, Counselors, or Special College College Counselor encourage you to go to college?

	Teachers	Counselors	S.C.C.
A lot	36	50	22
Some	42	32	22
Not at all	16	4	16

TABLE XVI

15. To what extent did your Teachers, Counselors, or Special College Counselors influence your decision to go to college?

	Teacher	Counselors	S.C.C.
A lot	25	30	20
Some	40	35	20
Not at all	25	20	20

TABLE XVII

26. Compare grades received in college with grades received in high school.

College grades better	40%
same	40
worse	5
hard to say	15

Questionnaire E

% refer to Questionnaire Sample: N = 105

TABLE XVIII

2. If you have dropped out of college please check your main reason below.

Poor study habits	10
Grades	12
No Goal	38
Other	40

TABLE XIX

12. Indicate how much the following people/sources helped in planning your future while in high school?

	Teachers/deans	Counselors	S.C.C.	Others (friends, etc.)
A lot	22	40	20	
Some	50	27	30	
Not at all	28	33	50	

TABLE XX

13. Helpfulness of Counselors, S.C. Counselors in areas of Educational Planning and Occupational Planning (i.e., careers in school, or work) and in personal problems.

1. = A lot
2. = Some
3. = Not at all

		Educational Plans	Occup. Plans	Personal Problems
Counselors	1.	35	20	15
	2.	32	30	25
	3.	32	50	60
Special College Counseling	1.	15	10	10
	2.	30	30	15
	3.	35	35	60

EVALUATION

Previously mentioned evidence suggests that a 6:4 ratio of students who graduate from High Schools in the district and who have passed through the Special College Counseling Program, attempt Higher Education. It might be interesting to compare this with the ratio of all graduates going into Higher Education as compared to those who obtain immediate employment.

The evaluation at this stage is centered around the relative influence of three sources (teachers, counselors, SCC) in motivating and directing students to go to college, work, or both, and in enabling them to perform as required. It seems essential to define what we mean, operationally, by influence, to examine what we would expect this influence to look like under normal circumstances (how much we would expect each source to exert), and then evaluate our findings with respect to those limits.

We have broken down 'influence' into extent of discussion, extent of perceived encouragement, and extent of perceived influence. This breakdown corresponds to the sequence of questions 16-18 in Questionnaire B and 13-15 in Questionnaire C. The rationale for this is to check for consistency in responses, and also to enable subjects to differentiate between different stages of 'influence', of greater or lesser intimacy.

Under normal circumstances, the chief source of influence would be the students'peers, however, in this descriptive analysis we found the chief source of influence (in all three senses) to be teachers, who organize and direct the greatest share of the students' school experience. Similarly, we would expect routine counseling to be the next largest source of influence and Special Counselors to be the least of the three, in order of diminishing impact upon the student's day to day routine. Another way of saying this,

is that the student receives greatest exposure to teachers, less to counselors, and least to special counselors. There is no standard description for this differential exposure, however, so that we can only react to extreme differences in the findings.

The most dramatic feature in our findings, therefore is that teachers (the most routine, consistent source of influence) in fact, exert very little influence compared to regular counselors and special counselors. On the other hand, while counselors, as expected, exert more influence than special counselors, the percentages are relatively close (usually no more than 10% - 15%) with respect to 'perceived influence'. This suggests that the Special Program might be performing slightly better than we expected.

This inference is borne out even more clearly in Questionnaire B. Where percentages for responses under the headings of discussion encouragement and influence maintain constant relationships for teachers and counselors, the percentage rose sharply for special counseling the more intimate the influence became, i.e., from 7% to 15% in q. 16 & 17.

Under the headings of teachers, and counselors, responses tended to show a consistently normal distribution, with less at the extremities ('a lot' 'not at all') and the bulk in the middle category ('some'). Under the heading Special Counseling, however, responses for Questionnaire B showed a preponderace of students either felt that they were helped a great deal by the counseling program or not at all, while responses for Questionnaire C showed that students who received a great deal, some and no help seemed more evenly distributed. We may infer from this that counseling under the Special Program is more intensive in both the cases of students who go to 4 year colleges and junior colleges, than other sources. Those

students going to 4 year colleges seem to have used the SCC program "a great deal." While students going to junior college, seem to have used the program "equally" "a great deal" and/or "to some extent." But, the general tendency (considering both junior college and 4 year college cases together) of students who used the program at all was to use it intensively. This partially confirms our hypothesis --

> The more influence secondary teachers, counselors and special college counselors have in motivating students the more likely the students would have rewarding higher education experiences, because the findings indicated that teachers (the most routine, consistent source of influence) in fact, exert very little influence compared to regular counselors and special counselors.

EVALUATION OF INTERACTIVE DATA

A good deal of the data must be regarded as interactive. This means that the foregoing evaluations are subject to closer consideration of how responses to one item affect responses to other items within the same questionnaire. The Discussion - Encouragement - Perceived Influence sequence is particularly subject to such interactions. Observe, for example, the inner interactions of questions 16 - 18 in Questionnaire B. We are looking at how the percentages of responses to 'a lot', 'some' and 'none', under the heading 'Teachers' become distributed under the headings 'Counselors', and 'Special College Counselors.'

Questionnaire B

TABLE XXI

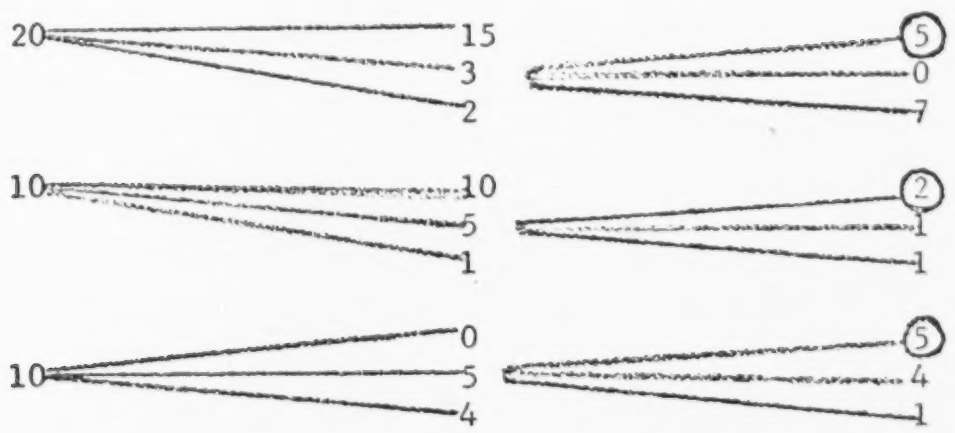
1 = a lot
2 = some
3 = none

16. Extent of discussion with -

	Teachers		Counselors		S.C.C.
1.	19	1	9	1	2
		2	10	2	10
		3		3	7
2.	24	1	15	1	5
		2	5	2	2
		3	4	3	10
3.	14	1	5	1	4
		2	5	2	1
		3	4	3	5

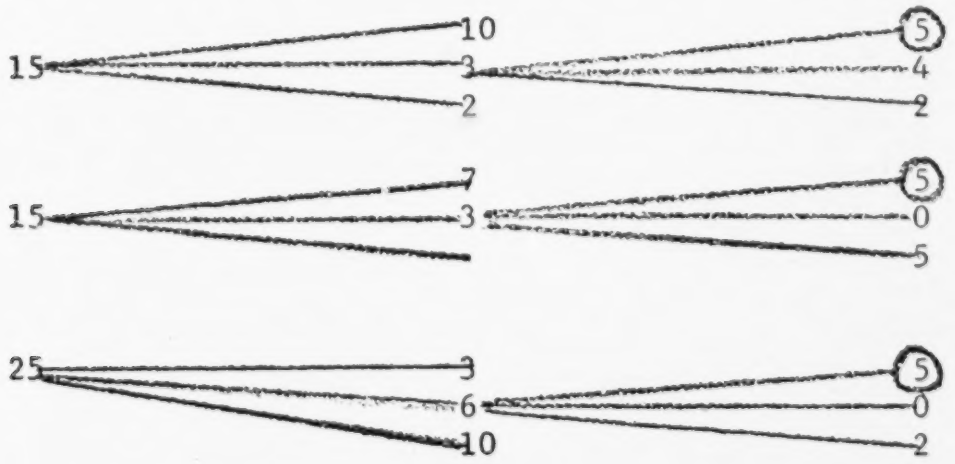
TABLE XXII

17. Extent of encouragement from:



Perceived TABLE XXIII

18. Extent of influence from:



From this, we conclude that the more intimate the influence exerted, (i.e. from discussions to encouragement, to perceived influence), the more steady the percentage of students using the SCC program extensively. Even more important, of those students who say they receive no discussions with and receive no encouragement nor influence from teachers, a greater percentage tend to make intensive use of the SCC program, as opposed to only some, or no use. The same trend emerges in the Discussion-encouragement-perceived influence sequence in Questionnaire C.

Another kind of interactive data which has bearings on our findings is 'external interactions' (that is, within the same questionnaire but not within the same question). Unfortunately, the use of an abundance of card sequences when the data was being key-punched must limit this kind of evaluation to two items; the amount of influence from the various sources, interacting with the level of income expectations showed by the students. The data suggests that students who expect the highest incomes in their careers tend to be those who use all three influence sources most. Those who use them only sometimes, or not at all, tend to expect lesser incomes. This finding brings particular significance to the previous one, namely that the students who use teachers extensively are not the same as those who use the SCC program extensively. This suggests that extensive use of the SCC affects income projections positively for those students who feel that they are influenced very little by teachers and regular counselors, and who otherwise would expect less success in life.

Some interesting students' comments[2] re improvement of school life and questionnaires used are included in this paper.

SUMMARY

In the beginning we mentioned that non-white people particularly Black people, were overly concerned about their youngsters not reaching their potential in life. Some school districts in conjunction with colleges and universities have made attempts to do something about the problem. Since this is true we predicted that -- the more influence that secondary teachers, counselors and special college counselors have in motivating students the more

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[2]Refer to appendix I

likely the students would have rewarding higher education experiences. Then we found a 6:4 ratio of students who graduate from high schools in the district and who have passed through the Special College Counseling Program, attempt higher education. We also found in this descriptive analysis that the chief source of influence (in all three senses) to be teachers, who organize and direct the greatest share of the students' school experience. Similarly, we found routine counseling to be the next largest source of influence and special counseling to be the least of the three, in order of diminishing impact upon the students' day to day routine. However, the most dramatic feature in our findings, therefore, is that teachers (the most routine, consistent source of influence) in fact, exert very little influence compared to regular counselors and special counselors. On the other hand, while counselors, as expected, exert more influence than special counselors, the percentages are relatively close (usually no more than 10% - 15%) with respect to perceived influence. This suggests that the Special College Counseling Program might be performing slightly better than expected.

SUGGESTED FURTHER RESEARCH

Finally, if appropriate funds were available, we would suggest a panel study to see and understand what has, in reality, happened to the non-reporting respondents; that is, the 136 persons that were not reached by the questionnaires or the telephone. The results of the panel study would be highly significant to the total results of this report.

Appendix I

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VAR 001

IDENTIFICATION CODE

001 - 999

VAR 002

CARD CATEGORY

CODE	CATEGORY
1	Demographic Data
2	Questionnaire A
3	" B
4	" C
5	" D
6	" E

VAR 003

CARD SEQUENCE NUMBER

1 - 9

VAR 004

DATA FLAG

1 if no data present on specific questionnaire

VAR 009

COLLEGE CODE

CODE	CATEGORY
01	JUNIOR COLLEGE
02	STATE COLLEGE
03	STATE UNIVERSITY
04	IVY LEAGUE
05	FOUR-YEAR COLLEGE - PRIVATE
06	UNIVERSITY -PRIVATE
07	BUSINESS COLLEGE
08	BLACK COLLEGE
09	BLACK UNIVERSITY
10	OTHER

.VAR 014

OCCUPATION CODES

CODE	JOB CATEGORY
11	BUSINESS
12	CLERICAL/Secretarial
13	CLERICAL/SALES
14	COLLEGE/UNIVERSITY STAFF
15	COMMUNITY SERVICE
16	GOVERNMENT SERVICE
17	MANAGERIAL
18	MEDICAL SERVICES
19	MILITARY
20	PROFESSIONAL
21	SERVICES
22	TECHNICAL
23	Teacher's Aide
24	
25	

VAR 024

HIGH SCHOOL SUBJECTS

CODE	SUBJECT
0∂	**BUSINESS EDUCATION**
0∅	Accounting
01	Typing
02	Recordkeeping
04	Bookkeeping
05	Clerical Practice
06	Office Practice
07	Business Practice
08	Shorthand
09	Merchandising
09	Consumer Ed.; Bus. Law
1∂	**ART**
11	General Art
12	Art II
13	Advanced Art
14	Crafts
2∂	**MUSIC**
21	Choral Music
22	Instrumental Music
3∂	**HOMEMAKING**
31	Homemaking I
32	Homemaking II
33	Homemaking III & IV
34	Foods

clothing

CODE	SUBJECT
40	INDUSTRIAL ARTS
41	Auto Shop
42	Metals
43	Wood
44	Drafting
45	Electric
46	Telecommunications
50	ENGLISH (HUMANITIES)
51	English
52	Journalism
53	Publications
54	Drama
55	Speech
56	Reading
60	FOREIGN LANGUAGE
61	Spanish
62	French
63	Latin
64	German
70	MATH-SCIENCE
71	General Math
72	Algebra
73	Geometry
74	Advanced Math
75	General Science
76	Basic Science
77	Biology
78	Physics (Aeronautics, Astronomy)
79	Chemistry, Physiology

CODE	SUBJECT
80	PHYSICAL EDUCATION
81	Individual Sports
82	Team Sports
83	Dance
84	Health
90	SOCIAL STUDIES
91	Social Studies I
92	World History
93	U.S. History
94	Current Problems
95	Driver Ed. & Driver Training
96	Black Studies & Other Ethnic Studies
97	Psychology & Human Relations
98	Sociology
99	Amer. Gov't.

VAR 071

OCCUPATION TITLES

CODE	TITLE
01	Accounting
02	Child/Clinical Psychologist
03	Commercial Art
04	Cooking
05	Counselor
06	Doctor
07	Draftsman
08	Lawyer
09	Medical Technician
10	Nursing
11	Optometry
12	Pilot
13	Programmer (computer)
14	Restauranteur
15	Secretary
16	Teacher
17	Technician (lab.)
18	Business (generally)
19	Architect
20	Aircraft Technician
21	Social Worker
22	MUSICIAN
23	ENGINEER
24	
.	
.	
.	
99	

VAR 084

JUNIOR COLLEGE ACADEMIC MAJORS

CODE	MAJOR	CODE	MAJOR
01	Agriculture	27	Librarianship
02	Aircraft Technician	28	Math
03	Anthropology	29	Music
04	Art	30	Nursing
05	Biochemistry	31	Optometry
06	Biology	32	Photography
07	Black Studies	33	Physical Education
08	Business Administration	34	Physics
09	Business	35	Political Science
10	Chemistry	36	Pre-Dental
11	Cosmotology	37	Pre-Law
12	Data Processing	38	Pre-Medicine
13	Dental Assistance	39	Pre-Veterinary
14	Drama	40	Psychology
15	Electronics	41	Public Health
16	Electrical Technician	42	Real Estate
17	Engineering	43	Science
18	English	44	Social Welfare
19	Environmental Design	45	Sociology
20	Education	46	Speech
21	Foods	47	Speech Therapy
22	Forestry	48	Theatre Arts
23	Industrial Arts	49	TV Production
24	Laboratory Technician	50	Architecture
		51	Social Science
25	Language	52	
		53	
26	Law Enforcement	54	

DEMOGRAPHIC CARD

	COLUMN	DATA	VARIABLE
*	1 - 3	IDENTIFICATION NUMBER	001
	4	1 (CARD NUMBER)	002
	5	1 (CARD NUMBER - THIS SEQUENCE)	003
	6	1 (skip if no data present in this sequence)	004
*	7	1 - 6 (HIGH SCHOOL)	005
*	8	1 - 2 (YEAR GRADUATED --1969=1, 1970=2)	006
*	9	1 - 2 (SEX -- MALE=1, FEMALE=2)	007
*	10	1 - 6 (RACE)	008
*	11	0 - 7 (COLLEGE NOW ATTENDING -- use college code -- VAR 009)	153
*	12	0 - 2(WORK STATUS -- 0=none, 1=full time 2=part time)	010
A	13-80	NAME (OPTIONAL)	~~154~~

INFORMATION OBTAINED FROM "COVER" SHEET.

READING FROM LEFT TO RIGHT ON THE INDIVIDUAL QUESTIONNAIRES:

CARD NO.---YEAR GRAD.---SEX---RACE---SCHOOL--- QUESTIONNAIRE NO.---STUDENT I.D. NO.

SCHOOLS: SEQUOIA=1
MENLO-ATHERTON=2
CARLMONT=3
WOODSIDE=4
RAVENSWOOD=5
SAN CARLOS=6

005

SEX: MALE=1
FEMALE=2

007

RACE: BLACK=1
CHICANO=2
ORIENTAL=3
LOW-INCOME CAUCASIANS=4
NATIVE AMERICAN=5
OTHERS=6 (Philipine)

008

YEAR GRADUATED: 1969=91
1970=02

5

QUESTIONNAIRES: A=1
B=2
C=3
D=4
E=5

STUDENT I.D. NO. ON XEROXED COPY OF FOLLOW-UP FORMS FOR COUNSELORS

QUESTIONNAIRE A

ITEM	VARIABLE	COLUMNS	REMARKS (ENTRY)
	001	1 - 3	Identification #
	002	4	2 --Questionnaire I.D.
	003	5	1 --Card Sequence #
	004	6	1 if no data, otherwise skip
1	011	7 - 8	01 - 03
2	012	9 - 10	01 - 11 (11= other)
3	013	11 - 12	11 - 20 (use VAR 014 code)
4	015	13 - 14	01 - 10
5	016	15 - 16	01 - 10 (7=parent, 8=acquaintance, 9=school, 10=other)
6	017	17 - 18	01 - 02 (1=yes, 2=no)
7	018	19 - 20	01 - 03
	019	21 - 22	01 - 03
	020	23 - 24	01 - 03
	021	25 - 26	01 - 03
	022	27 - 28	01 - 03
8	023	29 - 30	01 - 02 (1=yes, 2=no)
	024	31 - 32	00 - 99 (use VAR024 code)
9	025	33 - 34	00 - 02 (1=yes, 2=no, 0=no response)
10	026	35 - 36	01 - 06 (satisfied,go to college=05 not " " " " =06)
11	027	37 - 38	01 - 11+ (use VAR014 code)
13	029	39 - 40	00 - 99 (use VAR024 code)
14	030	41 - 42	00 - 99 " " "
15	031	43 - 44	00 - 99 " " "

Special College Counseling Program
Questionnaire A

January 25, 1970

ame_____ _____
Girls, if married, please write your married name here

. Permanent Address_____
Street City State

. Present Address_____
Write your present address on line two (2.) if different from that shown on line one (1.).

_____

_____

IRECTIONS: Skip any question which does not apply to you.

211 Are you (check one) 01 Single 02 Married 03 Divorced or Separated

. What are you doing now? (Check one only)

01. Working full time
02. Working part time
03. Unemployed, want work
04. Unemployed, not seeking work
05. In school full time
06. In school part time
07. School and working part time
08. Service: Branch_____
09. Housewife
10. In business for self
11. Other ~~(Explain)~~_____

. If you are employed part time or full time please describe type of job you are doing now:

Name of Firm: _____

Address: _____

Job Title: (VAR 014) - CODE

If in armed forces, describe duty assignment: _____

. Check your average weekly income before taxes are taken out.
(Answer Confidential)

01. $0 - $14 03. $25 - $29 05. $40 - $49 07. $60 - $69 09. $80 - $100
02. $15 - $24 04. $30 - $39 06. $50 - $59 08. $70 - $79 10. $100 and Over

. Who helped you in getting a job?

01. State Employment Service
02. Private Employment Agency (fee)
03. Private Employment Agency (non-fee)
04. School teacher or counselor
05. My own efforts
06. Newspaper advertisement
07. ~~Other (Explain)~~ PARENT

08 = ACQUAINTANCE, 09 = SCHOOL, 10 = OTHER

At the time you graduated, did you plan to enter your present type of work?

VAR 017 01 Yes 02 No

In applying for your job:

Yes	No	Don't Know	
01	02	03	VAR 018 (a) Was a high school diploma required?
			VAR 019 (b) Were you asked for the name of your high school?
			VAR 020 (c) Did your employer ask to see your diploma?
			VAR 021 (d) Were you asked about your grades or academic standing?
			VAR 022 (e) Was your high school contacted for references?

8. Should the high school offer more training in the type of work you are now doing? If yes, name the subject or subjects:

Y=01
N=02

VAR 023

VAR 024 → (USE 024 CODE)

VAR 025 → 9. Are you now carrying out the plans you formulated in high school?

ENS RESPONSE 1=Y 2=N

). How do you feel about your present job?
01. Satisfied - do not expect to change job
02. Satisfied but expect to change job
03. Not satisfied but do not expect to change job
04. Not satisfied and expect to change job
05. ~~Other (Explain)~~ SATISFIED, GO TO COLLEGE 06= NOT SATISFIED, GO TO COLLEGE

1. Check if you have had any of the following training since high school:

01. Beauty College
02. Business College
03. Apprentice Training
04. Military Technical Training
05. Other Special Training (~~Explain~~) → (USE VAR 014 CODE)

12. If you are now attending college, check proper space:

1. Junior College
2. State College
3. State University
4. Other (Name) _____

3. What high school subject area in which you were enrolled is most useful to you now? (For example, Art Dept., Music Dept., Social Studies Dept. etc.)

VAR 029 USE VAR 024 CODE

4. What high school subject area in which you were enrolled is second most useful to you now?

VAR 030 "

5. What high school subject area in which you were enrolled is the least useful to you now?

VAR 031 "

6. If you have comments or suggestions for improving any part of the school program, please state them here. (If you prefer to answer this without giving your name, you may tear this off and return separately.)

QUESTIONNAIRE B CARD #1

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
	001	1 - 3	I.D.#	
	002	4	3	
	003	5	1	
	004	6	1 - if no data - otherwise skip	
7	032	7 - 8	01 - 18	
	033	9 - 10	01 - 18	
8	034	11 - 12	01 - 05	
9	035	13 - 14	01 - 03	
	036	15 - 16	01 - 03	
	037	17 - 18	01 - 03	
	038	19 - 20	01 - 03	
	039	21 - 22	01 - 03	
	040	23 - 24	01 - 03	
	041	25 - 26	01 - 03	
	042	27 - 28	01 - 03	
	043	29 - 30	01 - 03	
	044	31 - 32	01 - 03	
	045	33 - 34	01 - 03	
10	046	35 - 36	01 - 05	
	047	37 - 38	01 - 05	
11	048	39 - 40	01 - 04	
12	049	41 - 42	01 - 06	
13	050	43 - 44	01 - 99	(+10-USE CODE VAR 014)
14	051	45 - 46	01 - 10	(10= ~~no response~~)
15	052	47 - 48	01 - ~~11~~	(~~11=other~~, ~~10=minister~~)

QUESTIONNAIRE B CARD #1

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
15	052	49 - 50	02	
		51 - 52	03	
		53 - 54	04	
		55 - 56	05	
		57 - 58	06	
		59 - 60	07	
		61 - 62	08	
		63 - 64	09	(9= minister)
		65 - 66	10	(10=other)
16	053	67 - 68	01 - 03	
	054	69 - 70	01 - 03	
	055	71 - 72	01 - 03	
	056	73 - 74	01 - 03	
17	057	75 - 76	01 - 04	
	058	77 - 78	01 - 04	
	059	79 - 80	01 - 04	

QUESTIONNAIRE B

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
	001	1 - 3	I.D.#	
	002	4	3	
	003	5	2 (CARD #2)	
	004	6	skip	
17	060	7 - 8	01 - 04	
18	061	9 - 10	01 - 03	
	062	11 - 12	01 - 03	
	063	13 - 14	01 - 03	
	064	15 - 16	01 - 03	
19	065	17 - 18	01 - 08	
	066	19 - 20	01 - 08	
20	067	21 - 22	01 - 03	
21	068	23 - 24	01 - 04	
22	069	25 - 26	00 - 02	(0=no response 1=y, 2=n)
[illegible]	070	27 - 28	00 - 99	(use code VAR071, 0=n.r.)
23	072	29 - 30	01 - 05	
24	074	31 - 32	01	
		33 - 34	02	
		35 - 36	03	
		37 - 38	04	
		39 - 40	05	
		41 - 42	06	
		43 - 44	07	
		45 - 46	08	
		47 - 48	09	
		49 - 50	10	

QUESTIONNAIRE B CARD #2

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
24	074	51 - 52	11	
		53 - 54	12	
		55 - 56	13	
		57 - 58	14	
		59 - 60	15	
		61 - 62	16	
		63 - 64	17	(17= other)
25	075	65 - 66	01 - 17	(code VAR074)
26	076	67 - 68	01 - 07	
27	077	69 - 70	01 - 07	(use code VAR009)
	078	71 - 72	01 - 07	"
	079	73 - 74	01 - 07	"
28	080	75 - 76	01 - 12	(10=easier, 11=away-from home, 12=liked-location).
29	081	77 - 78	01	
		79 - 80	02	

QUESTIONNAIRE B CARD #3

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
	001	1 - 3	I.D. #	
	002	4	3	
	003	5	3	
	004	6	skip	
28	080	7 - 8	04	
		9 - 10	05	
		11 - 12	06	
		13 - 14	07	
		15 - 16	08	
		17 - 18	09	
		19 - 20	10	(10=away from home)
		21 - 22	11	(11= easier)
		23 - 24	12	(12=liked location)
29	081	25 - 26	01	
		27 - 28	02	
		29 - 30	03	
		31 - 32	04	
		33 - 34	05	
		35 - 36	06	(6= liked college)
		37 - 38	07	(7= teacher urged)
		39 - 40	08	(8= only alternative)
		41 - 42	09	(9= away from home)
		43 - 44	10	(10= couldn't get in)
30	082	45 - 46	01 - 04	
31	083	47 - 48	01 - 03	

Special College Counseling Program

Questionnaire B
For Students at Colleges or Universities

January 25, 1970

Full Name: _____
Last First Middle Initial

Former Name (if different from above): _____

Name of College or University now attending: _____

Address: _____

Temporary address: _____

Permanent address: _____

High School attended: _____

Circle the highest grade in school completed by your parents:

a. Father
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 or above

b. Mother
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 or above

As a whole, how do you feel about your high school:

a. Liked it very much 01
b. Liked it pretty well 02
c. Neither liked it or disliked it 03
d. Disliked it more than I liked it 04
e. Disliked it very much 05

Of the extra curricular activities listed below check in the first column to the right those in which you participated. In the second column check those in which you held office. In column three check the one in which you were most interested.

		1 Participated	2 Officer	Most 3 Interested
a.	Student government	(1) 01	(1) 02	(1) 03
b.	Social clubs	(2) ____	(2) ____	(2) ____
c.	Athletics	(3) ____	(3) ____	(3) ____
d.	Music, drama, dance or art	(4) ____	(4) ____	(4) ____
e.	School publications	(5) ____	(5) ____	(5) ____
f.	Literary or Language clubs	(6) ____	(6) ____	(6) ____

	Participated	Officer	Most Interested
41 g. Science or Nature Clubs	(7) 01	(7) 02	(7) 03
42 h. Pre-occupational clubs	(8) ____	(8) ____	(8) ____
43 i. Service clubs	(9) ____	(9) ____	(9) ____
44 j. Other: VAR 045 - SCHOOL AFFAIRS ORIENTED / ACADEMIC ORIENTED	(0) ____	(0) ____	(0) ____

Does it matter to your parents what kind of work you do (check one each for father and mother).

	Father	Mother
a. Very much	(1) 01	(1) 01
b. Some	(2) 02	(2) 02
c. Doesn't really care	(3) 03	(3) 03
d. Left it up to me	(4) 04	(4) 04
e. Parents deceased or out of contact	(5) 05	(5) 05

VAR 046 — 047

How important is it to you to strive to get ahead in life, compared to living a relaxed life.

a. Much more important than a relaxed life. 01
b. Somewhat more important than a relaxed life 02
048 c. No more important than a relaxed life 03
d. Less important than a relaxed life 04

As far as you can estimate now, what yearly income do you expect you will have when you are 40 years old. (Assume that salaries will stay about as they are now.)

VAR 049

a. Less than $5000 01
b. $5000 - $7500 02
c. $7500 - $10,000 03
d. $10,000 - $15,000 04
e. $15,000 - $20,000 05
f. Over the $20,000 06

If you could have your own choice in the matter, in what kind of firm, organization, or situation would you like best to work.

050

01 a. Own business ____
02 b. Own professional office ____
03 c. Small business or office owned by someone else ____
04 d. School or college ____
05 e. Government bureau ____
06 f. Military organization ____
07 g. Large firm or corporation ____
08 h. Hospital or other public health agency ____
09 i. Homemaker ____
10 j. Other (write in) ____
10 PROFESSIONAL
11 TECHNICAL

Aside from your own preference, what do you think you are most likely to be doing at age 40.

VAR 051

a. Own business 01
b. Own professional office 02
c. Small business or office owned by someone else 03
d. School or college 04
e. Government bureau 05
f. Military organization 06
g. Large firm or corporation 07
h. Hospital or other public health agency 08
i. Homemaker 09
~~j. Other (write-in)~~ 10 = NO RESPONSE

In thinking about whether or not to go to college, to whom did you turn for advice. (Check as many as may apply).!!

S2

01a. No one ____
02b. Mother ____
03c. Father ____
04d. Brother or sister ____
05e. Other relatives ____
06f. Friends ____
07g. High school teacher ____
08h. High school counselor ____
10i. Other (write in) 09 MINISTER

How much did you discuss going to college with the teachers, Special College Counselor, counselors in your high school or the district-wide Special College Counseling Coordinator.

	Teachers	Counselors	S.C.C.	Coordinator
01a. Quite a lot	(1)____	(1)____	(1)____	(1)____
02b. Some	(2)____	(2)____	(2)____	(2)____
03c. Not at all	(3)____	(3)____	(3)____	(3)____
	053	054	055	056

To what extend did your teachers, counselors, Special College Counselor in high school and the Special College Counseling Program encourage you to go to college.

	Teachers	Counselors	S.C.C.	S.C.C. Program
01a. Quite a lot	(1)____	(1)____	(1)____	(1)____
02b. Some	(2)____	(2)____	(2)____	(2)____
03c. Not at all	(3)____	(3)____	(3)____	(3)____
04d. Discouraged	(4)____	(4)____	(4)____	(4)____
	057	058	059	060

To what extedn did your high school teachers, counselors, Special College Counselor, and Special College Counseling Program influence your decision to go or not to go to college.

	Teachers	Counselors	S.C.C.	S.C.C. Program
01a. Quite a lot	(1)____	(1)____	(1)____	(1)____
02b. Some	(2)	(2)	(2)	(2)
03c. [illegible]				
	061	062	063	064

How did your parents feel about your going to college. (Check one each for father and mother).

	Father	Mother
a. Insisted that I go	1 (1)___	2 (1)___
b. Very definitely wanted me to go	(2)___	(2)___
c. Encouraged me to go but did not insist	(3)___	(3)___
d. Left it completely up to me	(4)___	(4)___
e. Didn't think it a good idea, but didn't forbid it	(5)___	(5)___
f. Strongly disapproved	(6)___	(6)___
g. Parent deceased or out of contact	(7)___	(7)___
h. Don't know	(8)___	(8)___

065 066

How important was it to you to go to college.

a. Very important 01
b. Fairly important 02
c. Didn't care much about it 03

063

Of the people your own age with whom you spend most of your free time, how many are going to college.

a. None 01
b. Some of them 02
c. Most of them 03
d. All of them 04

Have you decided what you want to do (what occupation) when you finish your schooling?

a. Yes 01
b. No 02

069 If your answer is yes, into what kind of work do you want to go, (be as exact as you can). _____

_____

_____

How long ago did you decide to enter a particular kind of work?

01 a. Haven't yet decided _____
02 b. Decided during college _____
03 c. Decided during my senior year in high school _____
04 d. Decided early in high school _____
05 e. Decided while in junior high school or intermediate school _____

062

In thinking about what kind of work you might go into, to whom have you turned for advice. (Check as many as apply).

1 a. No one 01
2 b. Mother 02
3 c. Father 03
4 d. Brother or sister 04
5 e. Other relatives 05
6 f. Friends 06

067

7 g. Friends of the family (adult) 07
8 h. High school counselor 08
9 i. Special College Counseling Program 09
10 j. High school teacher 10
11 k. College teacher 11
12 l. College counselor 12
13 m. A conference (Career Day) speaker 13
14 n. Library resourees (vocational file) 14
15 o. On the job experience 15
16 p. Talking to a person already on the job 16
~~17~~ q. Other ~~(write in)~~ 17 = OTHER

Of those listed above, circle the one who has been most helpful in selecting a vocation.
075

When did you make up your mind to go to college?

a. After leaving high school 01
b. During my senior year in high school 02
01 6 c. During my junior year in high school 03
d. Early in high school 04
e. While in junior high or intermediate school 05
f. Have known since elementary shhool 06
g. Don't know 07

What colleges did you condider, in order of your preference (including junior colleges, business schools, and technical institutes). Please write the names of the colleges in full, e.g., Canada College, San Jose State College, University of Washington.

01 7 a. First preference (USE VAR 009 CODE)
01 8 b. Second preference 11
01 9 C. Third preference 11

Why did you want to go to the college you most prefer, compared with other colleges? (Check as many as apply).

1 a. Inexpensive 01
2 b. Close to home 02
3 c. Parents or relatives went there 03
4 d. Good academic name 04
0 5 e. Rich social life 05
6 f. Friends are going there 06
7 g. Size of college ~~07~~ 07
8 h. Athletics 08
9 i. Particular programs offered 09
~~j. Other (write in)~~ 10 = AWAY FROM HOME 11 = EASIER 12 = LIKED LOCATION

If the college you chose was not your first choice, for which of the following reasons did you choose it. (Check as many as apply).

A/ a. Closer to home 01

b. Cheaper 02
c. Parents wanted me to go 03
d. Easier to get into 04
e. Received scholarship for there 05
~~f. Other (write in)~~ 06 = LIKED COLLEGE, 07 = TEACHER URGED, 08 = ONLY ALTERNATIVE 09 = AWAY FROM HOME, 10 = COULDN'T GET IN.

. Ho how many colleges did you apply.

082
a. None 01
b. One 02
c. Two 03
d. Three or more 04

. If you compare the grades you have received in college with those you received in high school, which of the following statements apply.

083
a. College grades are better than high school grades 01
b. College and high school grades about the same 02 ✓
c. High school grades better than college grades 03

QUESTIONNAIRE C CARD #1

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
13	053	49 - 50	01 - 03	
	054	51 - 52	01 - 03	
	055	53 - 54	01 - 03	
	056	55 - 56	01 - 03	
14	057	57 - 58	01 - 04	
	058	59 - 60	01 - 04	
	059	61 - 62	01 - 04	
	060	63 - 64	01 - 04	
15	061	65 - 66	01 - 03	
	062	67 - 68	01 - 03	
	063	69 - 70	01 - 03	
	064	71 - 72	01 - 03	
16	065	73 - 74	01 - 08	
	066	75 - 76	01 - 08	
17	067	77 - 78	01 - 03	
18	069	79 - 80	00 - 02	(0=no respnse, 1=y,2=n)

QUESTIONNAIRE C CARD #1

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
	001	1 - 3	I.D.#	
	002	4	4	
	003	5	1	
	004	6	1	if no data, otherwise skip
4	085	7 - 8	01 - 99	(use code VAR084)
5	086	9 - 10	01 - 07	(use code VAR009)
6	032	11 - 12	00 - 19	(19 = +)
	033	13 - 14	00 - 19	"
7	034	15 - 16	01 - 05	
8	046	17 - 18	01 - 05	
	047	19 - 20	01 - 05	
9	049	21 - 22	01 - 06	
10	050	23 - 24	01 - 99	(+10--use code VAR014)
11	051	25 - 26	01 - 99	(+10--use code VAR014)
12	052	27 - 28	01	
		29 - 30	02	
		31 - 32	03	
		33 - 34	04	
		35 - 36	05	
		37 - 38	06	
		39 - 40	07	
		41 - 42	08	
		43 - 44	09	(9=minister)
		45 - 46	10	(10=other)
		47 - 48	11	(11=Special College Couns.)

QUESTIONNAIRE C CARD #2

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
	001	1 - 3	I.D.#	
	002	4	4	
	003	5	2	
	004	6	skip	
18	070	7 - 8	01 - 99	(Use code VAR014)
19	073	9 - 10	01 - 06	
20	074	11 - 12	01	
		13 - 14	02	
		15 - 16	03	
		17 - 18	04	
		19 - 20	05	
		21 - 22	06	
		23 - 24	07	
		25 - 26	08	
		27 - 28	09	
		29 - 30	10	
		31 - 32	11	
		33 - 34	12	
		35 - 36	13	
		37 - 38	14	
		39 - 40	15	
		41 - 42	16	
		43 - 44	17 (17=other)	
21	075	45 - 46	01 - 17 (use code VAR074)	
22	076	47 - 48	01 - 07	
23				

QUESTIONNAIRE C CARD #2

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
23	087	49 - 50	01	
		51 - 52	02	
		53 - 54	03	
		55 - 56	04	
		57 - 58	05	
		59 - 60	06	
		61 - 62	07	
		63 - 64	08	
		65 - 66	09	(9= couldn't get in)
		67 - 68	10	(10= other)

QUESTIONNAIRE C CARD #3

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
24	001	1 - 3	I.D.#	
	002	4	4	
	003	5	3	
	004	6	skip	
24	154	7 - 8	01	
		9 - 10	02	
		11 - 12	03	
		13 - 14	04	
		15 - 16	05	(5=parents went there)
		17 - 18	06	(6=liked college)
		19 - 20	07	(7=teacher urged)
		21 - 22	08	(8=only alternative)
		23 - 24	09	(9=away from home)
		25 - 26	10	(10=couldn't get in)
25	082	27 - 28	01 - 04	
	088	29 - 30	01 - 99	(use code VAR009)
26	083	31 - 32	01 - 03	

SPECIAL COLLEGE COUNSELING PROGRAM

Questionnaire C
For Students at Junior College
January 25, 1970

l Name: _____
Last First Middle Initial

ner Name (If different from above): _____

e of College now attending: _____

ress: _____

085 you plan to get your A.A. Degree in two years, what is your major? (CODE VAR 084) _____

086 you plan to transfer to another college, where do you plan to attend? (CODE VAR 009) _____

cle the highest grade in school completed by your parents:

a. Father
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19=MORE

b. Mother
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19=MORE

a whole, how do you fell about your high school:

a. Liked it very much 01
b. Liked it pretty well 02
c. Neither liked it or disliked it 03
d. Disliked it more than I liked it 04
e. Disliked it very much 05

s it matter to your parents what kind of work you do (Chedk one each for father mother).

	Father	Mother
a. Very much	(1) 01	(1)
b. Some	(2) 02	(2)
c. Deesn't reallv care	(3) 03	(3)
d. Left it up to me	(4) 04	(4)
e. Parents deceased or out of contact	(5) 05	(5)

046 047

far as you can estimate now, what yearly income do you expect you will have when are 40 years old. (Assume that salaries will stay about as they are now.)

a. Less than $5000 01
b. $5000 - $7500 02
d. $7500 - $10,000 03
d. $10,000 - $15,000 04
e. $15,000 - $20,000 05
f. Over $20,000 06

If you could have your own choice in the matter, in what kind of firm, organization, or situation would you like best to work.

a. Own business 01
b. Own professional office 02
c. Small business or office owned by someone else 03
d. School or college 04
e. Government bureau 05
f. Military organization 06
g. Large firm or corporation 07
h. Hospital or other public health agency 08
i. Homemaker 09
j. Other (~~write in~~) → (USE CODE VAR 014)

Aside from your own preference, what do you think you are most likely to be doing at the age of 40.

a. Own business 01
b. Own professional office 02
c. Small business or office owned by someone else 03
d. School or college 04
e. Government bureau 05
f. Military organization 06
g. Large firm or corporation 07
h. Hospital or other public health agency 08
i. Homemaker 09
j. ~~Other (write in)~~ → (USE CODE VAR 014)

In thinking about whether or not to go to college, to whom did you turn for advice. (Check as many as may apply).

a. No one 01
b. Mother 02
c. Father 03
d. Brother or sister 04
e. Other relatives 05
f. Friends 06
g. High school teacher 07
h. High school counselor 08
i. Special College Counselor 09 11←
j. Other (write in) 9 = MINISTER 10 = OTHER

How much did you discuss going to college with the teachers, counselors, Special College Counselor in your high school or district-wide Special College Counseling Coordinator.

	Teachers	Counselors	S.C.C.	Coordinator
01 a. Quite a lot	(1)____	(1)____	(1)____	(1)____ 01
02 b. Some	(2)____	(2)____	(2)____	(2)____ 02
03 c. Not at all	(3)____	(3)____	(3)____	(3)____ 03
	053	054	055	056

To what extent did your teachers, counselors, Special College Counselor in high school and the Special College Counseling Program encourage you to go to college.

		Teachers	Counselors	S.C.C.	S.C.C. Program
01	a. Quite a lot	(1)____	(1)____	(1)____	(1) 01
02	b. Some	(2)____	(2)____	(2)____	(2) 02
03	c. Not at all	(3)____	(3)____	(3)____	(3) 03
04	d. Discouraged	(4)____	(4)____	(4)____	(4) 04
		055	058	059	060

To what extent did your high school teachers, counselors, Special College Counselor and the Special College Counseling Program influence your decision to go or not to go to college.

		Teachers	Counselors	S.C.C.	S.C.C. Program
01	a. Quite a lot	(1)____	(1)____	(1)____	(1) 01
02	b. Some	(2)____	(2)____	(2)____	(2) 02
03	c. Not at all	(3)____	(3)____	(3)____	(3) 03
		061	062	063	064

How did your parents feel about your going to college. (Check one each for father and mother.)

		Father	Mother
a.	Insisted I go	(1) 01	(1)____
b.	Very definitely wanted me to go	(2) 02	(2)____
c.	Encouraged me to go but did not insist	(3) 03	(3)____
d.	Left it completely up to me	(4) 04	(4)____
e.	Didn't think it a good idea, but didn't forbid it	(5) 05	(5)____
f.	Strongly disapproved	(6) 06	(6)____
g.	Parent deceased or out of contact	(7) 07	(7)____
h.	Don't know	(8) 08	(8)____
		065	066

How important was it to you to go to college.

a. Very important 01
b. Fairly important 02
c. Didn't care much about it 03 067

Have you decided what you want to do (what occupation) when you finish your schooling?

00—NO RESPONSE

069 a. Yes 01
b. No 02

VAR 070 If your answer is yes, into what kind of work do you want to go, (be as exact as you can). _____

(USE CODE VAR 011)

How long ago did you decide to enter a particular kind of work?

01 a. Haven't yet decided 01
02 b. Decide during college 02
03 c. Decided during my senior year in high school 03
04 d. Decided early in high school 04
05 e. Decided while in junior high school or intermediate school 05
06 f. Have known since elementary school 06

In thinking about what kind of work you might go into, to whom have you turned for advice. (Check as many as apply.)

a. No one 01
b. Mother 02
c. Father 03
d. Brother or sister 04
e. Other relatives 05
f. Friends (adm) 06
g. Friends of the family (adult) 07
h. High school counselor 08
i. Special College Counselor 09
j. High school teacher 10
k. College teacher 11
l. College counselors 12
m. A conference (Career Day) speaker 13
n. On the job experience 14
o. Library resources (vocational file) 15
p. Talking to a person already on the job 16
q. Other (~~write in~~) 17=

Of those listed above, who has been most helpful in selecting a vocation?

075 (USE CODE VAR 074)

When did you make up your mind to go to college?

a. After leaving high school 01
b. During my senior year in high school 02
d. During my junior year in high school 03
d. Early in high school 04
e. While in junior high or intermediate school 05
f. Have known since elementary school 06
g. Don't know 07

Why did you chose junior college? (Check as many as apply.)

01 a. Inexpensive ___
02 b. Close to home ___
03 c. Couldn't qualify for a four-year college ___
04 d. Good academic preparation for a four-year college ___
05 e. Friends are going there ___
06 f. Size of college ___
07 g. Athletics ___
08 h. Particular programs offered ___
i. Other (write in) 10 = OTHER
09 = COULDN'T AFFORD IT

If the college you chose was not your first choice, for which of the following reasons did you choose it? (Check as many as apply.)

=> VAR 154

01 a. Closer to home ~~01~~
02 b. Cheaper 02
03 c. Parents wanted me to go 03
04 d. Easier to get into 04
05 e. ~~Other (write in)~~ PARENTS WENT THERE

To how many college did you apply?

a. None 01
b. One 02
82 c. Two 03
d. Three or more 04

Name of College

VAR 088

(USE CODE VAR009)

If you compare the grades you have received in college with those you received in high school, which of the following statements apply?

√

83 a. College grades are better than high school grades 01
b. College and high school grades about the same 02
c. High school grades better than college grades 03

QUESTIONNAIRE D CARD #1

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
	001	1 - 3	I.D. #	
	002	4	5	
	003	5	1	
	004	6	1 if no data, otherwise skip	
1	034	7 - 8	01 - 05	
6	046	9 - 10	01 - 05	
	047	11 - 12	01 - 05	
8	089	13 - 14	01 - 99	(1-99= year)
9	090	15 - 16	01 - 09	
10	048	17 - 18	01 - 04	
11	049	19 - 20	01 - 06	
12	050	21 - 22	00 - 10	(10=other)
	091	23 - 24	11 - 99	(use code VAR014)

SPECIAL COLLEGE COUNSELING PROGRAM

Students at Work
Questionnaire D

January 25, 1970

e: _____ Married? Yes ____ No ____

mer Name (If different from above) _____

re employed: _____

ress: _____

e Address: _____

ephone number: _____

e and Address of a Class Friend: _____

uated from Ravenswood ____ Menlo-Atherton ____ Sequoia ____ San Carlos ____
mont ____ Woodside ____

ry Information: Date Started Work: _____

Salary Started at _____ How Making _____

As a whole, how did you feel about your high school experience:

(a) Liked it very much 01
(b) Liked it pretty well 02
(c) Neither liked it or disliked it 03
(d) Disliked it more than I liked it 04
(e) Disliked it very much 05

Comments:

f you were planning high school work all over again, what would you take?

ETE OR HAND. TABULATE

uld this help you on your job? ____ How?

you could go back to high school again, what would you do differently other than demically?

What help did you get from which high school personnel that was valuable?

HAND TAB.

What help would you like to have had that you didn't get?

HAND TAB.

Does it matter to your parents what kind of work you do? (Check one each for mother and father.)

		Father	Mother
	a. Very much	1(1) 01	2(1)
	b. Some	1(2) 02	2(2)
1AR	c. Doesn't really care	1(3) 03	2(3)
044	d. Left it up to me	1(4) 04	2(4)
	e. Parents deceased or ou of contact	1(5) 05	2(5)

What would your parents like you to do?

What kind of influence did your parents have on you throughout your high school career?

HAND TAB

How long ago did you decide to enter a particular kind of work?

1AR089 (1-99 = YEAR EQUIVALENT)

In thinking about work or what kind of work you should go into, who helped you most?

01 a. No one 01 03 c. Father 03 05 e. Other Relatives 05 ✓
02 b. Mother 02 04 d. Brother or Sister 04 06 f. Friends 06
07 g. H.S. Counselor 07 08 h. Special College Counselor 08 09 i. H.S. Teacher 09

How important is it to you to get ahead in life compared to living a relaxed life?

2R
048
a. Much more important than a relaxed life 01
b. Somewhat more important than a relaxed life 02
c. No more important than a relaxed life 03
d. Less important than a relaxed life 04

As far as you can estimate now, what yearly income do you expect you will have when you are 40 year old? (Assume that salaries will stay about as they are now.) ✓

049 a. Less than $5000 01

b. $5000 - $7500 02
c. $7500 - $10,000 03
d. $10,000 - $15,000 04
e. $15,000 - $20,000 05
f. Over $20,000 06

If you could have your choice in the matter, what kind of job or organization or situation would you like as your life work?

09¢ ETC.

00a. What I am doing now _____
01b. Own business _____ Kind: _____
02c. Own professional office _____ Kind: _____
03d. Small business or office owned by someone else _____ Kind: _____
04e. School or college _____ Kind: _____
05f. Government bureau _____ Kind: _____
06g. Military organization _____ Kind: _____
07h. Large firm or corporation _____ Kind: _____
08i. Hospital or other public health agency _____
09j. Homemaker _____
10k. Other _____

→ "KIND" = 11-99 ~~(USE CODES)~~
(USE CODE 014)

R 091

QUESTIONNAIRE E CARD #1

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
	001	1 - 3	I.D.#	
	002	4	6	
	003	5	1	
	004	6	1 if no data, otherwise skip	
1	092	7 - 8	01 - 04	
2	093	9 - 10	01 - 10	
3	094	11 - 12	01 - 17	(11-17 use code VAR014)
4	095	13 - 14	01 - 09	(8=school job,9=student govt., 10=other)
5	096	15 - 16	01 - 02	
6	097	17 - 18	01 - 03	
	098	19 - 20	01 - 03	
	099	21 - 22	01 - 03	
7	100	23 - 24	01	
		25 - 26	02	
		27 - 28	03	
		29 - 30	04	
		31 - 32	05	
		33 - 34	06	
		35 - 36	07	
		37 - 38	08	
		39 - 40	09	
		41 - 42	10	(10= academic)
		43 - 44	11	(11= personal growth & devel)
		45 - 46	12	(12= other)

QUESTIONNAIRE E CARD #1

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
8	101	47 - 48	01 - 02	(1=yes, 2=no)
	156	49 - 50	00 - 99	(use code VAR024)
9	102	51 - 52	01 - 02	(1=yes, 2=no)
	103	53 - 54	01 - 02	
	104	55 - 56	01 - 02	
	105	57 - 58	01 - 02	
	106	59 - 60	01 - 02	
	107	61 - 62	01 - 02	
	108	63 - 64	01 - 02	
	109	65 - 66	01 - 02	
	110	67 - 68	01 - 02	
	111	69 - 70	01 - 02	
	112	71 - 72	01 - 02	
10	113	73 - 74	01 - 03	
	114	75 - 76	01 - 03	
	115	77-- 78	01 - 03	
	116	79 - 80	01 - 03	

QUESTIONNAIRE E CARD #2

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
	001	1 - 3	I.D.#	
	002	4	6	
	003	5	2	
	004	6	skip	
10	117	7 - 8	01 - 03	
	118	9 - 10	01 - 03	
11	119	11 - 12	01 - 03	
	120	13 - 14	01 - 03	
	121	15 - 16	01 - 03	
	122	17 - 18	01 - 03	
	123	19 - 20	01 - 03	
	124	21 - 22	01 - 03	
	125	23 - 24	01 - 03	
	126	25 - 26	01 - 03	
	127	27 - 28	01 - 03	
	128	29 - 30	01 - 03	
	129	31 - 32	01 - 03	
	130	33 - 34	01 - 03	
	131	35 - 36	01 - 03	
	132	37 - 38	01 - 03	
	133	39 - 40	01 - 03	
	134	41 - 42	01 - 03	
	135	43 - 44	01 - 03	
	136	45 - 46	01 - 03	
	137	47 - 48	01 - 03	
	138	49 - 50	01 - 03	
	139	51 - 52	01 - 03	

QUESTIONNAIRE E CARD #2

ITEM	VARIABLE	COLUMNS	ENTRY	REMARKS
12	140	53 - 54	01 - 03	
	141	55 - 56	01 - 03	
	142	57 - 58	01 - 03	
	143	59 - 60	01 - 03	
	144	61 - 62	01 - 03	
	145	63 - 64	01 - 03	
13	146	65 - 66	01 - 03(a)	
	~~147~~	~~67 - 68~~	~~01 - 03~~	
	147	67-68	01-03(a)	
		69-70	01-03(b)	
		71-72	01-03(c)	
		73-74	01-03(d)	
		75-76	01-03(e)	

COL. 1-3 = I.D. #

4 = L

5 = 3

6 SKIP

001

002

003

004

ITEM (19)

COL	ENTRY	
7-8	= 01	(SUBJECT)
9	= 0-3	(LIKE)
10	= 0-3	(VALUE)
11-12	= 02	
13	= 0-3	
14	= 0-3	
15-16	= 03	
17	= 0-3	
18	= 0-3	
19-20	= 04	
21	= 0-3	
22	= 0-3	
23-24	= 05	
25	= 0-3	
26	= 0-3	
27-28	= 06	
29	= 0-3	
30	= 0-3	
31-32	= 07	
33	= 0-3	
34	= 0-3	
35-36	= 08	
37	= 0-3	
38	= 0-3	
39-40	= 09	
41	= 0-3	
42	= 0-3	
43-44	= 11	
45	= 0-3	
46	= 0-3	
47-48	= 12	
49	= 0-3	
50	= 0-3	
51-52	= 13	
53	= 0-3	
54	= 0-3	
55-56	= 14	
57	= 0-3	
58	= 0-3	
59-60	= 21	
61	= 0-3	
62	= 0-3	
63-64	= 22	
65	= 0-3	
66	= 0-3	
67-68	= 31	
69	= 0-3	
70	= 0-3	
71-72	= 32	
73	= 0-3	
74	= 0-3	

VAR 150

COL.	ENTRY
75-76	= 33
77	= 0-3
78	= 0-3

	COL	ENTRY	
001	1-3	= I.D. #	VAR 150
002	4	= 6	
003	5	= 4	
004	6	SKIP	

EM
4

COL	ENTRY
7-8	= 41
9	= 0-3
10	= 0-3
11-12	= 42
13	= 0-3
14	= 0-3
15-16	= 43
17	= 0-3
18	= 0-3
19-20	= 44
21	= 0-3
22	= 0-3
23-24	= 45
25	= 0-3
26	= 0-3
27-28	= 51
29	= 0-3
30	= 0-3
31-32	= 52
33	= 0-3
34	= 0-3
35-36	= 53
37	= 0-3
38	= 0-3
39-40	= 54
41	= 0-3
42	= 0-3
43-44	= 55
45	= 0-3
46	= 0-3
47-48	= 56
49	= 0-3
50	= 0-3
51-52	= 61
53	= 0-3
54	= 0-3
55-56	= 62
57	= 0-3
58	= 0-3
59-60	= 63
61	= 0-3
62	= 0-3
63-64	= 69
65	= 0-3
66	= 0-3
67-68	= 71
69	= 0-3
70	= 0-3
71-72	= 72
73	= 0-3
74	= 0-3
75-76	= 73
77	= 0-3
78	= 0-3

QUESTIONNAIRE C

COL	ENTRY	VAR
1-3	I.D. #	001
4	6	002
5	5	003
6	SKIP	004

COL	ENTRY
7-8	74
9	0-3
10	0-3
11-12	75
13	0-3
14	0-3
15-16	76
17	0-3
18	0-3
19-20	77
21	0-3
22	0-3
23-24	78
25	0-3
26	0-3
27-28	79
29	0-3
30	0-3
31-32	81
33	0-3
34	0-3
35-36	82
37	0-3
38	0-3
39-40	83
41	0-3
42	0-3
43-44	91
45	0-3
46	0-3

COL	ENTRY
47-48	92
49	0-3
50	0-3
51-52	93
53	0-3
54	0-3
55-56	94
57	0-3
58	0-3
59-60	95
61	0-3
62	0-3

Special College Counseling Program

Questionnaire E

January 25, 1970

Name: _____ _____

Address: _____ Girls, if married, write your married name above

Permanent Address (If different from above) _____

Please check the statement which you feel best applies to you.

1. Is what you are doing now what you thought you would be doing while in high school

7R
01. Nothing very definite in mind while attending high school.
02. I am not doing anything like what I had in mind while in high school.
3 2
03. I am doing something like what I had in mind while in high school.
04. I am doing exactly or almost exactly what I had in mind while in school.

2. If you have dropped out of college, please check your main reason below:

3
01. Poor study habits
02. Low grades
03. No definite goal
04. Marriage
05. Took a job
06. Needed at home
07. Financial
08. Health reasons
09. Military
10. ~~Other (explain)~~ Other

3. What do you expect to be doing one year from now?

y
01. Attending college
02. Working
03. In armed forces
04. Housekeeper
05. Business
06. Industry
07. Other (explain) ~~(019)~~ College & Work
08 Other

4. Which school activity has been most helpful to you?

95
01. Clubs
02. Athletics
03. Drama
04. Speech
05. Music
06. Social Affairs
07. Art
10 Other (explain)
08 SCHOOL JOB
09 STUDENT GOVT.

5. Do you feel that the school has too many or too few required courses?

096 01 too many 02 too few

6. The methods of grading you experienced in high school were, in general:

Usually	Sometimes	Seldom	
1	2	3	097 (a) Consistent
1	2	3	098 (b) Fair
1	2	3	099 (c) Actual measurements of work
01	02	03	

Which one or more of the following basic communication skills do you feel you should have had more training?

2100	01. Grammar	05. Speaking	09. Penmanship
	02. Punctuation	06. Note taking	10. ~~Other~~ ACADEMIC
	03. Spelling	07. Outlining	11. PERSONAL GROWTH & DEVEL.
	04. Reading	08. Composition	12. OTHER

Could your high school have offered some subject/s it did not offer that would be helpful to you now? _____. If yes, name the subject/s _____

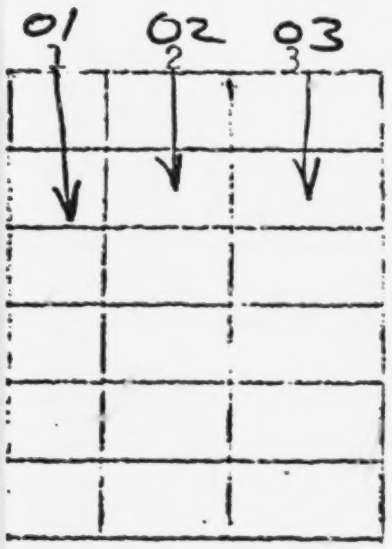
→ 01(Y) 02(N) VAR156 (USE CODE VAR024)

Do you think the high school should:

	Yes 01	No 02	
1.	_____		Offer more courses that a student could use directly in employment?
2.	_____		Require every student to take a course in typing?
3.	_____		Require students to take more mathematics?
4.	_____		Require students to take more science?
5.	_____		Require every student to take a foreign language?
6.	_____		Have fewer required courses and allow student to take electives?
7.	_____		Teach bright, average, and slow student in separate classes?
8.	_____		Enforce rules of conduct more strictly?
9.	_____		Make student study harder by requiring more homework?
0.	_____		Provide more opportunities for student to participate in dances, parties and other social activities?
1.	_____		Have longer school day with more classes required for each student?

Which teaching method seems best for you?
(Check numbers as follows:)

1 - Very helpful
2 - Helpful
3 - Little or no help



Lecture

Labs

Movies

Class or Group Discussion

Study Guides

Learning by doing (shops, crafts, etc.)

How much has school helped you in the following ways?

1	2	3	
01	02	03	Using your spare time
			Taking part in community and civic affairs
			Preparation for marriage and family life
			Getting a job
			Getting along with people
			Preparing for future education
			Understanding your abilities
			Using good English
			Ability to read well
			Using everyday math skills
			Understanding principles in borrowing money
			Conducting your own affairs
			Thinking through your problems
			Understanding principles and practices of American form of governmen
			Speaking before groups of people
			Understanding world conditions and problems
			Understanding the influence of business on your personal life
			Appreciating activities in fields of arts, music and drama
			Developing study skills needed in college such as taking notes, writ reports, term papers, etc.
			Organizing household work such as cleaning, cooking, etc. (girls onl
			Understanding how to use your money wisely

12. Indicate how much the following people and the Special College Counseling Program helpe you in planning your future while you were in high school.

	01	02	03	
140 a.	↓	↓	↓	Parents, relatives, or other adult friends
41 b.				Counselors
42 c.				Special College Counselor and College Counseling Program
43 d.				Deans
144 e.				Teachers
145 f.				Friends of my own age

13. Indicate how helpful your counselor and Special College Counselor and Special College Counseling Program were in the following areas:

	VAR 146 Counselor	01	02	03	VAR 147 S.C.C. and S.C.C. Pro	01	02	03
a.	a Educational planning	↓	↓	↓	a Educational planning	↓	↓	↓
b.	b Occupational planning	01	02	03	b Occupational planning	01	02	03
c.	c Personal problems	21	22	23	c Personal problems	21	22	23

14. For the courses you took in high school:

A. In the left column, circle the number that expresses your opinion of each course according to how you liked it.

B. In the right column, circle the number that shows the value you place on each cours

LIKE			SUBJECTS YOU HAVE TAKEN	VALUE		
Very Much	Some	Little or None		Very Much	Some	Little o None
			0 BUSINESS EDUCATION			
1	2	3	00 Accounting	1	2	3
1	2	3	01 Typing	1	2	3
1	2	3	02 Recordkeeping	1	2	3
1	2	3	03 Bookkeeping	1	2	3
1	2	3	04 Clerical Practice	1	2	3
1	2	3	05 Office Practice	1	2	3
1	2	3	06 Business Practice	1	2	3
1	2	3	07 Shorthand	1	2	3
1	2	3	08 Merchandising	1	2	3
1	2	3	09 Consumer Ed.; Bus. Law	1	2	3

VAR 024

LIKE: Very Much	Some	Little or None	SUBJECTS YOU HAVE TAKEN	VALUE: Very Much	Some	Little or None
			1 ART			
1	2	3	11 General Art	1	2	3
1	2	3	12 Art II	1	2	3
1	2	3	13 Advanced Art	1	2	3
1	2	3	14 Crafts	1	2	3
			2 MUSIC			
1	2	3	21 Choral Music	1	2	3
1	2	3	22 Instrumental Music	1	2	3
			3 HOMEMAKING			
1	2	3	31 Homemaking I	1	2	3
1	2	3	32 Homemaking II	1	2	3
1	2	3	33 Homemaking III & IV	1	2	3
			4 INDUSTRIAL ARTS			
1	2	3	41 Auto Shop	1	2	3
1	2	3	42 Metals	1	2	3
1	2	3	43 Wood	1	2	3
1	2	3	44 Drafting	1	2	3
1	2	3	45 Electric	1	2	3
			5 ENGLISH HUMANITIES			
1	2	3	51 English	1	2	3
1	2	3	52 Journalism	1	2	3
1	2	3	53 Publications	1	2	3
1	2	3	54 Drama	1	2	3
1	2	3	55 Speech	1	2	3
1	2	3	56 Reading	1	2	3
			6 FOREIGN LANGUAGE			
1	2	3	61 Spanish GENERAL - O	1	2	3
1	2	3	62 French	1	2	3
1	2	3	63 Latin	1	2	3
1	2	3	64 German	1	2	3
			7 MATH-SCIENCE			
1	2	3	71 General Math	1	2	3
1	2	3	72 Algebra	1	2	3
1	2	3	73 Geometry	1	2	3
1	2	3	74 Advanced Math	1	2	3
1	2	3	75 General Science	1	2	3
1	2	3	76 Basic Science	1	2	3
1	2	3	77 Biology	1	2	3
1	2	3	78 Physics	1	2	3
1	2	3	79 Chemistry	1	2	3
1	2	3	7 Physiology	1	2	3

			8 PHYSICAL EDUCATION			
1	2	3	81 Individual Sports	1	2	3
1	2	3	82 Team Sports	1	2	3
1	2	3	83 Dance	1	2	3
			9 SOCIAL STUDIES (SCIENCE)			
1	2	3	91 Social Studies I	1	2	3
1	2	3	92 World History	1	2	3
1	2	3	93 U.S. History	1	2	3
1	2	3	94 Current Problems	1	2	3
1	2	3	95 Driver Ed. & Driver Training	1	2	3

96 BLACK STUDIES 98. Sociology
97. Psychology

Please comment freely on your reaction to this follow-up study. (Examples: W the questionnaires clear enough, and did they cover the type of information that you feel valuable? Do you have any ideas for additional information that you feel should be includ or eliminated in future follow-ups?)

SOME INTERESTING STUDENTS COMMENTS (1969 & 1970) SEQUOIA UNION HIGH SCHOOL GRADS

Questionnaire A

If you have comments or suggestions for improving any part of the school program, please state them here. (If you prefer to answer this without giving your name, you may tear this off and return separately.)

RAVENSWOOD

"Have more classes geared toward College Prep."

"In English get rid of the non-caring or frightend teachers because they're not helping the students where help is needed."

"Science is important to my major, however, it was least useful to me in that we weren't required to learn much. Looking back I would say the teaching I received in the physical sciences was poor, and resulted in my beeing ill-equip for further study in this area.

More material should be cover, and the testing should be much more difficult. Teaching should be more enthusiastic, as the instructors I had seemed indifferent to the subject."

"The high school should stress math more."

"I think high schools should stras the importance of English, writing, spelling and reading.

Also there should be vocational classes. These classes would give the student an idea of what the job he choses requires and consists of.

I think high schools put P.E. to far ahead of other more important subjects.

To me learning is done by both the teacher and student. Therefore when one learn it's fault of the teacher and student. Ravenswood didn't have a learning on either side."

"I think that the high schools should be able to offer subjects more than one time a day.

I know that there were many classes that I would (should) have taken but I was unable to do so because all my classes were only offered in that one hour."

"There wasn't enough of expressing oneself in high schools. Facts were expected because the teacher said they were so, if students could disagree when they fill its needed school in general would be more benifical."

"The English curriculumn should be strengthened. That is the only course which one is needed to be strong in at Tuskegee. They have very strict professors in that department."

"I think you should give the students more electives to choose from and not have History as a requirement. Instead of telling the students to get a tutor to help with work have the teacher help them because only the teacher knows how she wants her student taught. A tutor might teach the tutee in a different way and this wouldn't help the student while in class. Another thing is that you should have more oral discussions, especially in English so the pupils will learn to express themselves better when with a group of people.

I think deans should not take a teachers word for something. They're capable of lying or being out-of hand just like the student. After all, no one is perfect.

Teachers should be graded by pupils. A teacher can grade a student by his classwork, attitudes, and whatever else. So it's only fair to let the students grade teachers. They (the teachers) have faults too.

Let students change classes when they want. Not all of the time, but when it's possible and there is time to adjust to the class. They are the only ones that know what they want and what will help them in the future.

If I were the teacher I'd give less multiple choice questions and more that required thinking. Anyone can guess a come up with the right answer."

"Wish to see more Political Science class."

MENLO-ATHERTON

"1. Black students as well as whites should have more opportunity to learn about thier culture, literature and history.

2. There should be less demand of or irrelevant classes.

3. Students should be less structure and more able to do indivial or group projects, because they will have to once they get in college."

"The most depressing memories of my life have to do with my high school experiences. At times education was meaningful but most of the time monotony prevailed. Even today I see my sister who attends high school come home completely drained of life because of the day to day routine that must be followed. I suggest that some effort be made to 'liven up' high school life so that a kid can look forward to something. Perhaps school could be made not only fun, but an exciting event in which education would be appreciated."

"There should be more interracial programs where people of all back grounds. There should be more discussions in which students can participate. Almost there should be lost more field trips of educational degree."

"Check the teachers in the system and some of the class rooms."

SAN CARLOS

"More emphasis on English. Note-taking, writing expecially. Speaking, also."

WOODSIDE

"1. Non-compulsory attendance

2. Students free to take subjects that interest them

3. End compulsory classes

4. Remove arbitrary rulings such as no smoking or shoes are required

5. More diverse means of relating to teacher instead of always classroom situations - more personal relationships could develop that are sorely needed to develop a person emotionally as well as intellectually."

SEQUOIA

"Let the students decide on which high school they would prefer to attend."

"High school should be set up like the Junior College system. In high school, classes were very boreing because there was too much time to learn very litt.e. The instructors in college are much better than high school teachers. High School should be on the semester system. Too much unnecessary time is wasted because the instructors drag the subject along. Most instructors seem to only care about inssuing work and don't really care if students are getting anything out of it or not."

"I feel that placing students in a remedial English class is a waste - you don't learn anything, but how to play tick-tack-toe, and then you face college entry exam and you fail."

Questionnaire E

Please comment freely on your reaction to this follow-up study. (Examples: are the questionnaires clear enough, and do they cover the type of information that you feel is valuable? Do you have any ideas for additional information that you feel should be included or eliminated in future follow-ups?)

RAVENSWOOD

"Answers are too cut and dried. Should have an opportunity to explain answer. Different people might have completely different reasons for the same answer."

"Questions concerning how the student felt about his own high school. It's problems, etc."

"I feel that the follow-ups should be made up when the person can comment on specific questions, instead of having to give one yes or no answer."

"It shows people care enough to find out how a person is doing. Can encourage people to continue in school and try harder in their jobs.

was clear enough."

"The questionnaire was clear and understandable. Some of the questions could have been asked in more detail."

"This follow-up is clear enough and it does cover valuable information, however it is rather long. Some questions pertaining to employment should be deleted."

"The teachers should not be so lenient toward the students. There should be no favoritism in the classes. There should be more required courses but not longer school hours. The teachers should be meaner as if to really care about their job and students. Maybe there will be smarter kids walking the streets. When the students try to get bad with the teachers, the teachers should be able to stand up to the student and knock him down when the student needs it.

Not back off and let the student have his way.

It's almost impossible to get most students to do their work. If they had something to really keep their minds on work things wouldn't be so bad. There's nothing anybody can do because no one really listens to anybody else.

No one now-a-days can be pleased with anything."

"The questionnaires is very clear and understandable. The information that's covered seems really valuable.

"I enjoyed my high school, but there is a lot that I should have taken there to help me through college. I feel that I should have try to get help by taking the right subjects for college and that way I would't have as much trouble now in college as I do."

"There should be three required groups which should contain the required subjects now used.

One method of teaching which seems to work the best is a method which compiles the materal taught in a nice steady flow."

"I feel that you should inquire more about the students attitude about how they feel in the work or school they're into now. Perhaps less emphasis should be placed on the past high school activities and more on what they are doing!

MENLO-ATHERTON

"I don't feel as if the four years have gone to waste. But I do think as though educationally they could have been better and helpful to me now. This information seems valuable only if something is going to be done about its (the schools faults) and a change in the curriculum."

"I think that the questionnaire was very easy to understand. You could explain what you mean about how we felt above grading to a great degree."

"I would like to see an explanation of your function. Where are you and how long have you existed? I wish I could have known about you when I was a freshman in high school. Give this study to high school students so they can start planning ahead."

"Too late now for me."

"You didn't ask about the classes themselves in high school or the teachers who taught the courses."

"It won't do me any good now that I'm out of school. This won't do any good to the ones in school now anyway. School won't change through the administration, change will come from the students the way it always has. Students will have to take action because words will not get anything done. This is one thing I learned about this world change comes about from the power of the people.

"They were really clearly put. I think you put a little more questions about how the classes helped. You should also asked about the P.E. classes."

"I think it would help to find out which type of teacher was most beneficial to the student. ex. sturtured, unstructured rigid, free, etc.

SEQUOIA

"Its much to long and to much like the tests we got in high school, if you want these things returned you should make them shorter and less confusing."

"The questionnair is clear and covers basically most of the important areas."

"It is a big hassle and people don't always have time to sit down and fill this out. I feel that you should not insist that people answer this."

"The questionare was very clear. You should perhaps have asked for more detailed comments on the different parts of the questionaire."

"I feel that this study is extremely interesting but I find that you left out a very important factor in analyzing the educational achievements in this study. You like many others failed to ask what nationality or minority (if any) the individual comes from or is.

The black, mexican or whatever will answer quite different than the average Anglo and I feel that you should have taken this into account in this study.

I am Mexican, educated here in America, and I will have vastly different answers than that of a recent arrival. The point is that you could have made some corrolation between the Anglo, and the minority student which would have been interesting. If a person checks for ex., that his counselor helped him very little it should be known why - because he was white, unable to speak Spanish or what. It is unwise to forget that R.C. has a great deal of blacks and Mexicans and this is why I greatly feel strongly about including more on home income, family members, students race etc."

"Comments on class that I feel fail me, and that has cause problems for me at college - I hated U.S. History because to much was left out by the historians, and since history is supposed to be a class to help you accept ones county and era - then it should be true history so that flowered up lies want have to be excepted and because you are not encluded you lose interest.

English -
I hated English because the class I was in was boring, they didn't try to teach you anything - because you were suppose to be slow so you went to class and dreq pictures on the board, nothing there was there to help you increase your knowlege so if you were slow you continued to be slow!

"More emphasis on counselors 'grading'

My experience with counselors, both in high school and college is that they do absoutlely nothing but fill out your programs. I could do that myself.

High school - Counselor did not suggest what to major in, where by aptitudes were, my interests were not probed, In short nothing. Just filling out the next years program. Did not 'counsel' in the least.

College - As a result of high school, I didn't know what to major in in college. I had to find out myself (my interest, etc.) As a result of poor college counseling, I will be in junior college 1, perhaps 2 additional semesters before transferring. I know of two friends with exactly the same complaint.

SAN CARLOS

"Questionnaires are a good idea. Cover important areas of high school education and point out areas needing improvement."

"Unfortunaly San Carlos High was in total ignorance of any college E.O.P. program what so ever. I implore you to rectify this condition. And to inform that counseling service of the numerous possibilities open to the minority students of San Carlos High School."

WOODSIDE

"On the latter questions there should of been four choices instead place of three -

very much some little none

Questionnaires were clear enough."

"Some of the questions, I thought, were not very clear. There were questions that I had trouble answering with just a 'yes' or 'no'."

⊗ - Book out already
X - Book's in

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